



DEPARTMENT OF THE NAVY
NAVY RECRUITING COMMAND
5722 INTEGRITY DR.
MILLINGTON, TN 38054-5057

COMNAVCRUITCOMINST 1000.3
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10 JUL 03

COMNAVCRUITCOM INSTRUCTION 1000.3

Subj: COMMAND MENTORING PROGRAM

Ref: (a) CNO's 2003 Guidance - Achieving Sea Power 21
(b) OPNAVINST 1040.11

Encl: (1) Mentoring Program Handbook

1. Purpose. To provide guidance for development and management of a Command Mentoring Program for Navy Recruiting Command personnel as directed by CNO in reference (a).

2. Background. Reference (a) states we must create a mentoring culture and assign mentors for each service member. Reference (b) establishes Career Development Board guidance. Mentoring and Career Development Boards are an essential ingredient in the growth and retention of a Sailor and develops well-rounded, professional Sailors ensuring that those who eventually assume leadership roles have the skills needed to be successful.

3. Discussion

a. Mentorship creates an environment where individuals feel valued and motivated to excel. Mentorship is the act of providing guidance; assessing strengths and developmental areas; providing honest and specific feedback; designing opportunities to develop new skills and assist in establishing career plans; providing vision and goals; sharing knowledge and experiences.

b. Mentoring is an avenue for more senior Sailors to share their experiences with junior Sailors. It prepares Sailors for the increased responsibilities they will assume as they progress in their careers. Mentoring is an ongoing process that is also a professional development program designed to help individuals reach their optimal potential. A mentoring culture allows those who participate to benefit directly from the life experiences of others through mentoring and modeling. It enhances morale, good order and discipline, and improves operational readiness.

c. Mentoring provides professional relationships that foster free communications between protégé's and their mentors concerning their careers, performance, duties and mission.

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d. A mentoring culture depends on a focused training and education program that reinforces program goal and provides information to both mentors and protégés. This will assist them in defining their responsibilities and contribute to their professional development.

4. Objective. To establish a NAVCRUITCOM Mentoring Program designed to assist all assigned officer and enlisted personnel with their personal and professional development. Mentoring will ultimately prepare each individual for specific and general responsibilities they may be required to assume during the course of their career. Several programs exist to help the Mentor with the subordinate's professional development. These include, but are not limited to, career counseling, fitness reports and evaluations, professional military education, technical education, academic education, assignment opportunity, recognition programs, core values, Navy history/heritage, and professional ethics.

5. Responsibilities

a. The Commanding Officer will define program requirements and overall direction.

b. Department Heads will:

(1) Monitor the effectiveness of mentoring programs and provide lessons learned for dissemination.

(2) Develop and promote a robust mentoring program within their area of responsibility.

c. Command Master Chief (CMC) will:

(1) Monitor the program to ensure success.

(2) Ensure a Command Mentorship Program Coordinator (MPC) is assigned.

(3) Monitor the initial mentorship training.

(4) Approve course curriculum for continued mentor/protégé training.

d. Command Mentorship Program Coordinator will:

(1) Establish and maintain an effective Mentorship Program within the command.

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(2) Coordinate newly reported Navy Recruiting Command personnel attendance at the initial mentorship brief through the command indoctrination program.

(3) Ensure that records of training are verified through the command check-in process.

(4) Coordinate a continuing mentor-training program to include scheduling, assignment of lecturers, and input to course curriculum.

(5) Assist supervisors in maintaining an effective mentor/protégé process.

(6) Assist supervisors with establishing mentor/protégé assignments.

(7) Maintain records of completed mentorship training for all associated personnel.

e. Supervisors will:

(1) Maintain an effective mentor/protégé process within their specific division/department.

(2) Establish mentor/protégé assignments for all assigned personnel. These assignments shall be in writing and made with input from the protégé.

(3) Have direct involvement in the professional development of subordinates.

(4) Distinguish between Sailors' individual goals, career aspirations, and realistic expectations. Determine if the Sailor requires a short-term mentor (for a specific goal achievement such as physical fitness improvement) as well as a long-term mentor to guide the Sailor throughout their tour.

(5) Continually challenge and encourage subordinates to improve.

(6) Ensure all Sailors attend initial mentorship indoctrination and attend annual refresher training.

f. Mentors will: Act as trusted counselors, or guides, who assist the mentored Sailor in setting and achieving goals. Specifically, they will:

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(1) Discuss short and long-range personal, professional, and educational development goals and ways to achieve them.

(2) Provide guidance, support, and encouragement throughout the time of the mentorship agreed upon.

(3) Assess protégé developmental needs, help prepare individual development plans, and monitor protégé progress toward achieving objectives.

(4) Mentors will be available to meet with the protégé at intervals sufficient to assess the protégé's progress towards achieving their objectives.

6. Action. Maintain an effective Command Mentoring Program and provide constructive feedback and successes to the Command Master Chief.

/s/

G. E. VOELKER

Distribution List:

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II (A)

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Navy Recruiting Command



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MENTORING PROGRAM HANDBOOK

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I. INTRODUCTION. Mentoring is an inherent responsibility of leadership. Mentoring offers a cost effective approach to growing and grooming a seasoned workforce. Sailors are more effective at carrying out the mission when they are professionally prepared to assume the duties and responsibilities commensurate with their grade or position. These guidelines will be used to assist commands in designing a professional development program to help each individual reach their maximum potential.

II. DEVELOPING AN EFFECTIVE MENTORING PROGRAM

1. Mentoring programs should be designed to systematically develop the skills and leadership abilities of less experienced members. Although the focus is normally career-oriented, it can also encompass specific personal goals that the member has set to achieve.

2. A mentoring program should consider the role of the supervisor in the chain of command and how they impact the mentor/protégé relationship, the mentor's attributes and responsibilities, the protégé's goals, mentor/protégé guidelines, actions required to establish the relationship, and steps necessary for ending the mentor/protégé relationship.

III. MENTORSHIP PROGRAM COORDINATOR (MPC)

1. The Mentorship Program Coordinator is the primary assistant to the Commanding Officer and Command Master Chief for the administration and success of the program. The MPC is the point of contact for mentor qualifications and assists the supervisor in pairing the mentor and the protégé.

2. The Mentoring Program is intended to have a minimum amount of record keeping and paperwork. A single notebook containing essential information is all that is needed to organize and manage a command level program. It is suggested that the notebook contains, but is not limited to, the following information:

- a. A complete copy of the Mentoring Program instruction.
- b. List of all personnel considered acceptable mentors.
- c. List of mentor/protégé pairings.
- d. File of signed contracts.

e. Program for mentor/protégé orientation and training record of attendance.

f. Command roster.

3. The MPC shall be a Chief Petty Officer or senior and be responsible for working with supervisors to determine mentor/protégé pairings and follow up. The MPC is also responsible for providing status to the chain of command on the condition of the program, and any situation that should arise.

IV. THE SUPERVISOR'S ROLE

1. Supervisors should know their people and accept personal responsibility for them. Accordingly, each supervisor must take an active role in the professional development of the people they supervise. Supervisors provide feedback, inspire, encourage, and serve as a positive role model. They also mentor; it is the part of a leader's responsibilities that enhances professionalism by promoting leadership.

2. Supervisors are responsible for ensuring that each Sailor under their cognizance is assigned a mentor, in writing. It is the supervisor's job to pair up mentor/protégé relationships. They can accomplish this by determining the protégé's goals and assigning a mentor who will be able to make a positive impact on the protégé. If necessary, the mentor chosen can be an individual from another work center, division or department, who has the experience and the time necessary to assist the protégé. If this is the case, approval must be received from that mentor's chain of command.

3. Supervisor's work with the mentor is vital in the success of the mentoring program and ensuring the protégé meets their goals. They can assist by:

a. Continuously challenging the protégé in day-to-day assignments and providing immediate and constructive performance feedback.

b. Assist in setting realistic professional and personal development goals.

c. Participate in the evaluations and fitness reports of both the protégé and the mentor (as required).

V. MENTOR SELECTION: ATTRIBUTES AND RESPONSIBILITIES

1. Mentorship is a responsibility. The very essence of mentoring is to make a positive difference in the career development of others. To do this, mentors must set an example for others to follow. A mentor earns respect and trust. They also must make themselves available and establish a relationship with the protégé. They must guide, assist and prepare the protégé for the future.

2. A successful mentor possesses these attributes and characteristics:

- a. Concern for the development of their protégé.
- b. Understanding of career development programs.
- c. Understanding that mentoring will require an investment of their time.
- d. Skills, and willingness to provide constructive feedback.
- e. Willingness to share personal contacts that would further the protégé's developmental goals.
- f. Ability to be objective and a confidant.

3. Mentors are responsible for:

- a. Introducing the protégé to members of the organization.
- b. Helping the protégé get oriented.
- c. Familiarizing the protégé with command processes and procedures.
- d. Listening and offering feedback.
- e. Recommending developmental activities.
- f. Suggesting and providing resources.
- g. Communicating experiences and challenges.
- h. Serving as a counselor and guide.

- i. Suggesting methods for advancing growth and offering long-term career guidance.
- j. Providing lists of relevant books and resources.
- k. Discussing training and educational opportunities.
- l. Exploring career goals and the paths a protégé can pursue.

VI. PROTÉGÉ'S GOALS

1. Protégés should define their vision/goal of where they project themselves near-term, mid-term and long term. It is important that they define their career goals and have or are provided with information on the academic, technical, and professional courses, assignments, technical skills, and attainability of these goals. Mentors assist protégés in understanding this process and help them develop strategies to accomplish goals and overcome barriers.

2. To increase opportunity for success, a protégé should:

a. Have an open receptive attitude to honest feedback, new ideas, suggestions, and perspectives of others.

b. Be eager to take on new assignments and challenges to try doing things differently.

c. Be willing to wait for the optimal time for developmental opportunities to occur.

d. Be flexible to changes that must occur over the development period.

3. The protégé must take responsibility for their career and goals. Although they have the benefit of the mentor's guidance, they are responsible for their own path. The mentor may guide the protégé on the path to earn a promotion, for instance, but it is the protégé who must earn it.

4. The protégé needs to be able to receive feedback and look at the situation from the mentor's perspective to gain a more objective viewpoint. One of the most positive aspects of the connection is the insight gained from a more experienced person's viewpoint.

5. The protégé has to be willing to try new things.

6. The protégé has to periodically assess the progress of the relationship, letting the mentor know when priorities must be reset.

VII. MENTOR/PROTÉGÉ PARTNERSHIP ASSIGNMENT. Mentors should be, at a minimum, an E5 or front running E4. They also should be senior to their protégé by at least one paygrade; for example, an E6's mentor should be at minimum a CPO, while a LTJG's mentor should be, at a minimum, a LT. If the protégé's goal is focused on advancement, the mentor should, if possible, be senior by two paygrades, or in the case of those members applying for commission an appropriate mentor may be an officer who has achieved a commission through the same program. If mentors are more senior, the path to advancement may have changed since the mentor was at the protégé's level. Therefore, their guidance may not be as helpful as from someone who has been at there more recently.

VIII. MENTOR/PROTÉGÉ RELATIONSHIPS

1. After initial assignment, which normally occurs at the initial Career Development Board (CDB), mentors and protégés should make every effort to build trust through communicating and being available to each other, reliable, and loyal.

2. To enhance partnership building, the mentor and protégé should recognize that both are professional partners. Barriers that partnerships face may include miscommunication, an uncertainty of each other's expectations, and perceptions of other people. In order to overcome these barriers, they should work together to maintain communication, address and fix obvious problems as they occur, examine how decisions might affect goals, and have frequent discussions on progress.

3. Successful achievement of goals depends on realistic expectations and self-perception. A mentor encourages the protégé to have realistic expectations of their current capabilities, the amount of time and energy the mentor can commit to the relationship, and what the protégé must do to earn their support for their career development. The mentor gives honest feedback when discussing the protégé's traits, abilities, talents, beliefs, and roles.

4. Set aside the time to meet, even if by email or telephone; don't change times unless absolutely necessary; control interruptions; and frequently "check-in" with each other via informal telephone calls.

5. The mentoring connection may last for only a short time if the protégé's need is to reach a specific goal. Examples include:

a. A member who has failed the advancement exam twice and wants a mentor to give him or her advice and guidance for the next exam.

b. A member who is thinking of making a transition to another career field and wants to learn all about that field before making a decision.

c. A member who wants to improve their score on the physical fitness assessment and desires assistance in improving their physical strength.

6. There are also many examples of connections that could last throughout an entire tour. Recommend that the initial commitment be six months to one year. At that time, the mentor and protégé should discuss what they have accomplished, whether it would be beneficial to continue, and what to work on in the future.

IX. ACTIONS

1. The responsibility for guiding and mentoring Sailors starts when the Sailor receives orders to the command. Sponsors, selected using the guidelines in reference (b), will serve as the Sailor's interim mentor until a more permanent mentor has been assigned. Templates found at the end of this handbook (Tab A through Tab I) can assist in documenting goals and progress.

2. Mentor assignment for enlisted personnel should be discussed, and if possible, assigned at the members initial Career Development Board in accordance with OPNAVINST 1040.11. Officer mentors will be assigned at the earliest opportunity but not later than 90 days after reporting aboard.

3. The first meeting, whether it's face to face, on the phone, or by email, should be a time of getting to know each other, building rapport, sharing career histories, and setting up guidelines.

a. Expectations should be discussed. Protégés should have an understanding of the level of confidentiality they can expect.

b. Length and frequency of meetings should be decided. Initially, partners should meet once a week for an hour. They may need to meet more often or longer when working on a specific goal, such as preparing for an advancement exam or applying for postgraduate school. Communication decisions should be made.

c. Length of formal partnership should be determined. Recommend a commitment of one year for mid or long-term goals.

4. Working with the supervisor, determine a date to determine if the partnership is working, if goals are being reached and/or if a different partner may be more beneficial.

5. During the second and third meetings, define the protégé's short and long-term goals. The examples contained in Tab E through Tab H, will assist supervisors, mentors, and protégés in making and achieving goals.

X. CLOSING A MENTOR/PROTÉGÉ RELATIONSHIP

1. The length of Mentor/Protégé relationships can vary greatly. Some may continue to last beyond the assigned tour and throughout a career; others may be short-lived and last until a specific goal is met; while others may last until either the mentor or the protégé transfers to another command.

2. In some instances, the mentor and/or the protégé may determine that their relationship is not satisfying the goals set. In these instances, the Supervisor must be involved to determine what has occurred and be prepared to assign another mentor to the protégé.

3. On those occasions, when the goal is met, action should be taken to recognize the protégé's success as well as the mentor's assistance in achieving that success. When appropriate, these successes should also be documented in evaluations; fitness reports and, if justified, award ceremonies.

XI. SPECIAL CONSIDERATIONS

1. There may be times when situations arise which do not adhere to a standard mentoring program. As with any program which has a focus on people, one size does not fit all. Common sense should prevail.

2. Most commands have individuals assigned who are serving as the sole member in a particular rating (e.g., NC or SK). In

those situations commands, whenever possible, should attempt to find a mentor within their immediate geographic region. If that is not possible, commands can request that the claimant expert (i.e., Force Retention Coordinator in the case of NCs) assist as an "email" mentor.

3. On occasion, involuntary assignment of a mentor to a protégé may be necessary. In those instances, the mentor should be skilled in addressing the specific problem. Assignment should be done in the best interest of all involved. More specifically, the assignment should not appear to be punitive in nature. This relationship should end when the problem or situation is resolved, unless the protégé desires continuation.

XII. TOOLS. Good mentoring programs are constantly under development. The following appendices are examples that can be used to assist commands in standardizing their mentor program.

Tab A
SUGGESTED FOCUS POINTS FOR MENTORING

1. Junior Enlisted Personnel
 - a. Financial responsibility
 - b. Goal setting and achievement
 - c. Team building
 - d. Career planning
 - e. Professional watch standing qualifications
 - f. Education
 - g. Advancement
2. Mid-Grade Enlisted Personnel
 - a. Leadership
 - b. Management
 - c. Professional qualifications
 - d. Team building
 - e. Career planning
 - f. Educational advancement
 - g. Financial responsibility
3. Senior Enlisted Personnel
 - a. Leadership
 - b. Advanced management
 - c. Team building
 - d. Educational advancement
 - e. Career planning

Tab A (Continued)

4. Junior Officers

- a. Leadership
- b. Management
- c. Warfare qualification
- d. Professional development
- e. Career planning
- f. Education
- g. Financial responsibility

5. Mid-Grade Officers

- a. Leadership
- b. Management
- c. Educational advancement
- d. Progress to career milestones
- e. Specialty development
- f. Joint expertise

Tab B
RECOMMENDED MENTOR/PROTÉGÉ TRAINING

Navy E-Learning (Skillsoft)

Course	Length	Recommended Protégés			
		P	M	S	MPC
Achieving Success with the Help of a Mentor	3.5 Hrs	X	X		X
Building Your Support System	3.5 Hrs	X	X		X
E-Mentoring	3.5 Hrs		X		X
Effective Mentoring	3.0 Hrs		X		X
Coaching for Performance	2.5 Hrs		X	X	X
Implementing an Organization wide Mentoring Program	2.5 Hrs				X
Mentoring Essentials Simulation	0.5 Hrs		X		X
Mentoring Strategies in the 21 st Century	3.0 Hrs				X
The Coach's Roles	3.5 Hrs		X	X	X
The Consummate Coach Simulation	0.5 Hrs		X	X	
The Mentoring Manager	2.5 Hrs			X	X
The Power of the Learning Organization	3.0 Hrs			X	X

Tab C
MENTORSHIP LESSON PLAN

LESSON TOPIC: Mentorship

RECOMMENDED INSTRUCTOR
QUALIFICATIONS:
E7 or above

TRAINING PERIOD: 60 MINUTES

INSTRUCTIONAL REFERENCES:

- A. CNRCINST 1000.3
- B. Command Instruction

INSTRUCTIONAL MATERIAL:

- A. Lesson Plan
- B. VAP Board

TRAINING OBJECTIVES:

1. State the purpose of the Mentorship Program.
2. Understand the different roles a Mentor fills.
3. Identify the five essentials of a Mentoring Relationship.
4. Know the four stages of Mentoring.

Display name and topic on board.

Introduce self. Ensure all students are present.

INSTRUCTOR GUIDE

OUTLINE OF INSTRUCTION

1. Purpose for Mentoring

a. Introduction:

(1) The purpose of this lesson is to provide you with an understanding of the value of mentoring.

(2) Mentors provide guidance to junior personnel in the achievement of their goals.

(3) Mentors are teachers as well, providing sound instruction that facilitates growth and development.

2. Qualities of a Mentor

a. Supportive

b. Patient

c. Respected

3. Roles of a Mentor

The role you assume will depend on the person who is being mentored. As a mentor you must be able to identify those roles on a case-by-case basis. You don't need to be a psychologist, just remember what you felt when you were in the same position. Use your experience to guide you. Here are some examples of various roles:

a. Teacher

RELATED INSTRUCTOR ACTIVITY

Canvass the class with their own ideas of a mentor.
Stimulate discussion.

What role do you think you will serve as a mentor?

(1) Share your skills and knowledge.

(2) You are not required to be an expert on everything, you must be honest when you don't have answers, but be able to refer them to the proper source for answers, or research the answers.

b. Guide

(1) Navigate your protégé through some of the unwritten rules of this organization.

(2) Explain the inner workings of the organization.

c. Counselor

(1) Establish trust.

(2) Respect confidentiality.

(3) Be able to motivate the protégé to solve problems.

d. Motivator

(1) Inspire motivation in the protégé.

(2) Provide positive feedback to the protégé.

e. Advisor

(1) Assist them in setting realistic goals.

f. Referral Agent

(1) Develop an action plan.

Quote phrase "if you don't know where you're going, you won't know how to get there".

(2) Target the protégé on the skills they will need to achieve desired goal.

4. Characteristics of a Mentor

- a. Achiever.
- b. Adheres to Navy Core Values.
- c. Respects others.

5. The Four Stages of Mentoring

- a. Prescriptive.
- b. Persuasive. In this stage you actively persuade your protégé to seek challenges and seek answers. You want to solicit new strategies.
- c. Collaborative. Experience to actively participate in problem solving. More equal communication takes place.
- d. Confirmative. For experienced who have mastered job requirements, but need guidance on Navy Policies.

6. Overcoming Mentoring Obstacles

a. During the course of mentoring you will encounter obstacles. These roadblocks could hinder the developing mentor/protégé relationship. Some of these obstacles are:

(1) A mentoring style that does not meet the protégés needs, or does not suit you.

What are some of the characteristics a good mentor should have?

Elaborate on these items. Stimulate discussion.

Elaborate on these items. Stimulate discussion.

(2) Insufficient time.	
(3) A protégé supervisor feeling excluded.	
(4) A hidden agenda.	
(6) Peer Jealousy.	
(7) Being accused of holding on to the coat tails of others.	
(8) One party overstepping professional boundaries.	Inform students that all these barriers can be overcome, if the mentor demonstrates wisdom and patience.
(9) The mentor falling from favor.	Sometimes the mentor may have to seek advice from a fellow mentor on situations concerning their protégé. That's ok, we all need help sometime.

Closing Statements:

Review and Summary:

Tab D
MENTOR-PROTEGE AGREEMENT TEMPLATE

Protégé:	Mentor:
Rate/Rank:	Rate/Rank:
Position:	Position:
Phone:	Phone:
Email:	Email:

Terms of Agreement

- 1. Confidentiality.** The mentor and protégé should identify how information shared between them should be treated. For example, should all or just some of the information between them be treated as confidential?
- 2. Expectations.** The mentor and protégé should identify the general expectations of what the mentor will provide, such as:
Long-range personal, professional, and educational advice and guidance.
Personal contacts and networking connections.
Short-term specific goals.
- 3. Meetings.** The protégé and mentor should identify expectations regarding the frequency and place of meeting with mentor.
- 4. Length of Relationship.** The protégé and mentor should identify the expected time in which they will engage in their relationship and intervals in which they will reassess whether the relationship is mutually beneficial and should continue.
- 5. Other.** The protégé and mentor should identify any other expectation from their relationship.

Signatures

This document reflects the agreements that we enter into at this point in time. We understand that the terms of this agreement may be changed at any time and that we agree to document such. We understand that either has the option of discontinuing the relationship for any reason providing the terminating party notifies the other and has approval of their immediate supervisor.

Mentor Signature Date

Protégé Signature Date

Tab E
GOAL PLANNING

Goal Number:			
Objective (What do I need to achieve? How will I know I have achieved by objective? By what date?)			
Action Steps (What will I do to achieve my objectives?)	Measure of Progress (How will I know I'm making progress toward achieving my objective?)	Review Dates (When will I review my progress toward the achievement of my objective?)	
Potential Obstacles or Problems (What might interfere with my taking action and achieving my objective, and how can I plan to deal with this?)		Sources of Help (Who or what will assist me in taking action and achieving my objective?)	
Protégé Signature:	Date:	Mentor Signature:	Date:

Supervisor's Signature

Date _____

Tab F
SHORT RANGE CAREER DEVELOPMENT PLAN
 (Within one year)

Goal Number:			
Brief Statement Describing Your Short Range Goal:		Date for Completion:	
Objectives: (Knowledge, skills, or ability needed to meet your goal.)	Formal Training: (Course title, location, dates.)	Alternative Training: (OJT, self-study, E-Learning, etc.)	
Protégé Signature:	Date:	Mentor Signature:	Date:

Supervisor's Signature
Date

Tab G

MEDIUM RANGE CAREER DEVELOPMENT PLAN

Goal Number:			
Brief Statement Describing Your Short Range Goal:		Date for Completion:	
Objectives: (Knowledge, skills, or ability needed to meet your goal.)	Formal Training: (Course title, location, dates.)	Alternative Training: (OJT, self-study, E-Learning, etc.)	
Protégé Signature:	Date:	Mentor Signature:	Date:

Supervisor's Signature

Date _____

Tab H
LONG RANGE CAREER DEVELOPMENT PLAN

Goal Number:			
Brief Statement Describing Your Short Range Goal:		Date for Completion:	
Objectives: (Knowledge, skills, or ability needed to meet your goal.)	Formal Training: (Course title, location, dates.)	Alternative Training: (OJT, self-study, E-Learning, etc.)	
Protégé Signature:	Date:	Mentor Signature:	Date:

Supervisor's Signature

Date

Tab I
INDIVIDUAL DEVELOPMENT PLAN CHECKLIST

ITEM	YES	NO	REMARKS
1. Protégé Information: Identify personal information to include phone number and email address.			
2. Mentor: Identify mentor.			
3. Mentor-Protégé Agreement: Sign and Date Agreement.			
4. Goals: Identify short, medium and long-range goals.			
5. Formal Technical Training: Identify each course. Identify the Fiscal Year you plan to complete the course.			
6. Leadership Training: Identify Leadership Training needed to reach your goal and approximate date you would like to attend.			
7. Advancement/Promotion: Identify immediate and long-term advancement/promotion goals and identify prerequisites required.			
8. Follow on Duty Assignments: Identify follow on duty assignments needed to achieve your career goals.			
9. Other Developmental Activities: Identify other specific short-term goals for personal/career development.			
10. Timeline: Identify timelines for completion.			
11. Signatures: Obtain Signatures from Protégé, Supervisor & Mentor.			